

Mary Bramlett Elementary

301 Spruce Street
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	288 Students	
Principal	Dr. Zara R. Barnhill	864-489-2831
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mrs. Sandra B. Greene	864-902-3542

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	33	45	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	Yes
2005	Unsatisfactory	Unsatisfactory	No

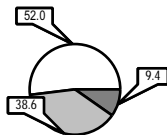
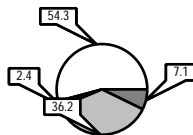
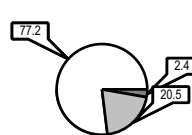
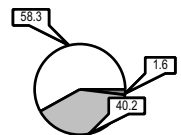
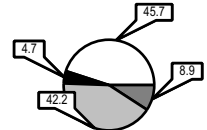
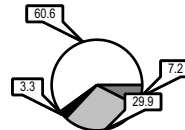
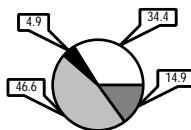
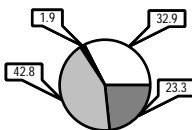
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	148	100.0	50.0	39.2	10.0	0.8	20.8	No	Yes
Gender									
Male	85	100.0	58.7	36.0	5.3	0.0	12.0		
Female	63	100.0	38.2	43.6	16.4	1.8	32.7		
Racial/Ethnic Group									
White	43	100.0	44.7	36.8	15.8	2.6	28.9	I/S	Yes
African American	99	100.0	49.4	42.5	8.0	0.0	18.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	120	100.0	47.7	42.1	10.3	0.0	22.4		
Disabled	28	100.0	60.9	26.1	8.7	4.3	13.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	148	100.0	50.0	39.2	10.0	0.8	20.8		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	100.0	48.0	40.8	10.4	0.8	21.6		
Socio-Economic Status									
Subsidized meals	140	100.0	51.2	40.8	8.0	0.0	18.4	No	Yes
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	148	100.0	52.3	36.9	6.9	3.8	28.5	No	Yes
Gender									
Male	85	100.0	60.0	30.7	5.3	4.0	26.7		
Female	63	100.0	41.8	45.5	9.1	3.6	30.9		
Racial/Ethnic Group									
White	43	100.0	47.4	31.6	10.5	10.5	34.2	I/S	Yes
African American	99	100.0	52.9	40.2	5.7	1.1	27.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	120	100.0	47.7	43.0	6.5	2.8	30.8		
Disabled	28	100.0	73.9	8.7	8.7	8.7	17.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	148	100.0	52.3	36.9	6.9	3.8	28.5		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	100.0	51.2	37.6	7.2	4.0	29.6		
Socio-Economic Status									
Subsidized meals	140	100.0	52.8	36.0	7.2	4.0	28.8	No	Yes
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	148	100.0	76.2	20.0	3.8	0.0	3.8
Gender							
Male	85	100.0	78.7	17.3	4.0	0.0	4.0
Female	63	100.0	72.7	23.6	3.6	0.0	3.6
Racial/Ethnic Group							
White	43	100.0	63.2	23.7	13.2	0.0	13.2
African American	99	100.0	80.5	19.5	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	120	100.0	74.8	22.4	2.8	0.0	2.8
Disabled	28	100.0	82.6	8.7	8.7	0.0	8.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	148	100.0	76.2	20.0	3.8	0.0	3.8
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	100.0	75.2	20.8	4.0	0.0	4.0
Socio-Economic Status							
Subsidized meals	140	100.0	76.8	19.2	4.0	0.0	4.0
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	148	100.0	57.7	40.0	2.3	0.0	2.3
Gender							
Male	85	100.0	65.3	34.7	0.0	0.0	0.0
Female	63	100.0	47.3	47.3	5.5	0.0	5.5
Racial/Ethnic Group							
White	43	100.0	50.0	47.4	2.6	0.0	2.6
African American	99	100.0	59.8	37.9	2.3	0.0	2.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	120	100.0	55.1	43.0	1.9	0.0	1.9
Disabled	28	100.0	69.6	26.1	4.3	0.0	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	148	100.0	57.7	40.0	2.3	0.0	2.3
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	100.0	56.8	40.8	2.4	0.0	2.4
Socio-Economic Status							
Subsidized meals	140	100.0	58.4	39.2	2.4	0.0	2.4
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	50	98.0	37.8	35.6	26.7	N/A	26.7
	4	58	100.0	42.6	42.6	14.8	N/A	14.8
	5	69	100.0	50.8	39.7	9.5	N/A	9.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	52.2	34.8	13.0	0.0	13.0
	4	44	100.0	44.1	47.1	8.8	0.0	8.8
	5	53	100.0	55.6	37.8	6.7	0.0	6.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	50	98.0	22.2	57.8	17.8	2.2	20.0
	4	58	100.0	40.7	33.3	22.2	3.7	25.9
	5	69	100.0	44.4	42.9	9.5	3.2	12.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	65.2	32.6	2.2	0.0	2.2
	4	44	100.0	41.2	41.2	11.8	5.9	17.6
	5	53	100.0	51.1	37.8	8.9	2.2	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	51	100.0	80.4	19.6	0.0	0.0	0.0
	4	44	100.0	70.6	26.5	2.9	0.0	2.9
	5	53	100.0	77.8	17.8	4.4	0.0	4.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	51	100.0	56.5	43.5	0.0	0.0	0.0
	4	44	100.0	38.2	58.8	2.9	0.0	2.9
	5	53	100.0	73.3	24.4	2.2	0.0	2.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 288)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.7%	No change	3.9%	3.0%
Attendance rate	95.6%	Down from 96.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	5.8%	3.2%
Eligible for gifted and talented	3.2%	Down from 5.1%	4.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.1%	Up from 6.9%	8.0%	8.2%
Older than usual for grade	1.7%	Up from 1.4%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.1%	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	58.1%	Up from 56.7%	51.5%	52.6%
Continuing contract teachers	83.9%	Down from 90.0%	77.4%	83.3%
Highly qualified teachers	100.0%	Up from 87.5%	91.7%	93.5%
Teachers with emergency or provisional certificates	3.8%	Up from 3.4%	3.0%	0.0%
Teachers returning from previous year	83.0%	Down from 85.2%	82.9%	87.0%
Teacher attendance rate	93.2%	Down from 95.0%	94.9%	95.0%
Average teacher salary	\$40,873	Down 5.3%	\$40,440	\$41,703
Prof. development days/teacher	15.9 days	Up from 13.2 days	13.8 days	12.8 days
School				
Principal's years at school	0.0	No change	4.0	4.0
Student-teacher ratio in core subjects	14.0 to 1	Down from 18.5 to 1	16.4 to 1	18.8 to 1
Prime instructional time	84.7%	Down from 88.2%	88.9%	89.8%
Dollars spent per pupil*	\$8,810	Up 24.7%	\$7,599	\$6,242
Percent of expenditures for teacher salaries*	61.8%	Up from 61.3%	63.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	85.7%		89.4%	
Highly qualified teachers in high poverty schools	96.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year was a challenging and rewarding one for the staff and students at Mary Bramlett. It is the goal of Mary Bramlett to provide a positive learning environment that allows all children the opportunity to achieve and to reach their potential. A variety of instructional methods and strategies were utilized to strengthen and expand the school's program to meet the needs of the students and teachers.

Professional Development was provided for teachers through Reading First Grant and Title One Funds. These workshops, courses, conferences help keep teachers abreast of how to meet the needs of their students.

Full-day four-year-old program was provided for preschool students to prepare them for success in school.

Year-round schools were provided to help remediate students through out the school year during the intercessions.

Morning extended-day services and an afternoon homework program helped students who scored below basic on the PACT

Parent work shops, parent/teacher conferences and volunteer programs helped close the gap in student achievement.

Character Education was provided to instill character traits in the students. The guidance counselor provided classroom instruction as well as small group and/or individual lessons.

"High Expectations" for students and faculty were stressed.

Congratulations:

Mary Bramlett Elementary School met 2004 NCLB Adequate Yearly Progress (AYP)

Reading First grant was continued for the second school year. The grant emphasized five components of reading: phonics, phonemic awareness, vocabulary, comprehension and fluency.

Mrs. Beth Peeler - Teacher of the Year - 2004-2005

Mrs. Rebecca McCraw - Distinguished Reading Teacher - 2004-2005

Thanks to our teachers/staff, students and parents for an excellent school year!

Dr. Zara R. Barnhill, Principal

Mrs. Rebecca McCraw, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	47	38
Percent satisfied with learning environment	90.3%	89.1%	86.8%
Percent satisfied with social and physical environment	74.2%	78.7%	89.5%
Percent satisfied with school-home relations	50.0%	84.8%	84.2%

*Only students at the highest elementary school grade level at this school and their parents were included.